

Q4i - Quality for Innovation in European Schools

COMPETENCES FRAMEWORK

- DRAFT 2-

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Introduction

The Quality for innovation model for schools is built on a Competence Framework especially designed for teachers and school leaders. The framework is related and compatible with the presently existing competences sets, being based on *"Key competences for Lifelong Learning - an European reference framework"*.

‘Competence’ is considered to refer to a combination of knowledge, skills and attitudes, needed for the teachers and school leaders involved in applying the Q4I Model in their school, leading to effective action in situation.

The Competence Framework developed in Q4I project is based on the need for teaching staff to have the necessary competences that enable them to constantly innovate and adapt - this includes having critical, evidence-based attitudes, enabling them to respond to students’ outcomes, new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices.

The Competence Framework consists in 5 main competencies, which can be generically applied within the school by teachers and school leaders. Each of these competencies is defined in a way that makes them relevant to the school, and related with the Areas of Change of Q4I Model, and could be stratified, according to the actors involved in different steps of the Model implementation, as follows:

- It is highly recommended that the school leadership possess all the 5 competencies, in order to achieve best results from the implementation of the Q4I Model;
- It is recommended that school teachers possess at least three out of the 5 competencies: *Civic and Social Partnerships; Innovation; Assessment, Monitoring and Improvement.*

Also, in order to achieve successful results from the implementation of the Q4I Model and its principles, the school should take into consideration the transversal key competences (*digital competence, learning to learn competences, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness*), defined at European level, in order to be transferred to students.

In building the Q4I Competencies Framework, attention was devoted to the interactions among the involved stakeholders. The Q4I Competencies Framework can be usable in all the project contexts and replicable at the EU level.



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Q4I COMPETENCES

1. Leadership

The process of setting directions and creating a student-focused, learning-oriented climate; clear and visible values; and high expectations. School leaders should serve as role models through their ethical behaviour and their personal involvement in planning, communications, review of organizational performance, and teachers and staff recognition.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Mission, Vision, Values, Commitment • Ethical behaviour • Shaping strategic vision and understanding risk • Continuous Improvement • Communication • Organisational Culture • People Motivation • Change Management • Benchmarking 	<ul style="list-style-type: none"> • Establish unity of purpose and direction of the organization • Interpersonal skills • Ability to create a vision • Process oriented • Giving and receiving feedback • Researching relevant information • Mentoring skills 	<ul style="list-style-type: none"> • Listening to other's opinion • Constructive and critical dialogue, open minded • Self confidence • Supportive to people initiatives

2. Strategy Development

The process of deciding what an organization is aiming to achieve, and setting meaningful goals to get there. Encompass the setting of objectives and measures of success. Includes the setting of strategy and vision for the future.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Tools and approaches for strategy development: PEST, SWOT, Strategic Management Process, Balanced Scorecard etc.) • Objective-setting, KPIs, Key Results • Technological Innovation in Education • Change Management 	<ul style="list-style-type: none"> • Analysing the most appropriate topics for the school to pursue in order to define its goals • Contextualising evidence and information in context • Keep organisational objectives clearly in view and ensuring that future strategy is targeted appropriately • Decision making based on valid, reliable and sufficient evidence • Giving and receiving feedback • Researching relevant information • Team working 	<ul style="list-style-type: none"> • Listening to other's opinion • Constructive and critical dialogue, open minded • Willingness to accept or reject the opinions of others on the basis of valid reasons or proofs • Disposition to show initiative • Willingness to adapt or modify both the plan and the planning process to best deliver value • Open minded towards change management

3. Human Resources Management

Human Resources Management in school means valuing the people and committing to their satisfaction, development, and well-being. This involves more flexible, high-performance work practices tailored to varying workplace and home life needs. For staff, development might include classroom and on-the-job training, job rotation, and pay for demonstrated skills.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Student learning styles • Communication Techniques: active listening, assertive behaviour. • Organizational Culture • Knowledge Management - building organisational intelligence by enabling people to improve the way they work in capturing, sharing, and using knowledge. • Working in teams. Team roles • Building relationships – methods & techniques • Lean Behaviours 	<ul style="list-style-type: none"> • Understand others' perspectives. • Building open relationships in team • Communicate constructively in different environments. • Debating skills, active listening, • Develop rapports and get in tune with someone • Encourage contribution • Effective Listening Skills • Use consensus for major decisions 	<ul style="list-style-type: none"> • Ability to value diverse opinions and respect others, • Respect for intercultural dialogue • Respect for the environment and for sustainable human development • Empathy

4. Civic and Social Partnerships

Practicing good citizenship refers to leadership and support of publicly important purposes: improving education in the community, raising awareness on environmental concerns, practicing resource conservation, performing community service, and sharing quality-related information.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Legal and regulatory requirements at local, regional and national level • Concepts of democracy, citizenship, social inclusion, civil rights and awareness of their application at local, regional, national, 	<ul style="list-style-type: none"> • Display solidarity by showing an interest in and helping to solve problems affecting the local or the wider community. • Building partnerships with community representatives, universities and Labour Market 	<ul style="list-style-type: none"> • Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion. • Ethical behaviour • Interest in socio-economic development and intercultural communication

European and international level <ul style="list-style-type: none"> • Cultural heritage • Sustainable development • Social responsibility 	<ul style="list-style-type: none"> • Communicate constructively in different environments. • Research capability • Debating skills, active listening, • Coping with ambiguity • Ability to profit from the opportunities given by the EU. 	<ul style="list-style-type: none"> • Ability to value diversity and respect others, to overcome prejudices and to compromise • Respect for intercultural dialogue • Respect for the environment and for sustainable human development • Responsibility and openness to involvement as active citizens, influencing society and policy
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4. Innovation

Develops new insights into situations; questions conventional approaches; encourages new ideas; designs and implements new or cutting edge programs/processes. Innovation means making meaningful change to improve the school's programs, services, processes, and operations and to create new value for its stakeholders.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • The 5 transversal key competences: Learning to Learn, Digital competence, Initiative and Entrepreneurship, Social and Civic Competence, Cultural Awareness • Change Management Support: moving an organization from a current state (how things are done today), through a transition state to a desired future state (the new processes, systems, organization structures or job roles defined by 'the change') • Innovation and Creativity tools: Brainstorming, Brainwriting, Six Hats, Lateral Thinking • Creative Problem Solving: using novel ideas to solve problems 	<ul style="list-style-type: none"> • Logically identifying how different possible approaches are strong and weak, and analysing these judgments • Thinking 'outside the box' even if this sometimes may go against popular opinion • Understanding and utilizing technology to improve work processes • Concluding what a change in systems will result in long-term • Evaluating future directions and risks based on current and future strengths, weaknesses, opportunities and threats (i.e. SWOT) 	<ul style="list-style-type: none"> • Willingness to listen to suggestions from others and to try new ideas • Reading and talking to people in related fields to discover innovations or current trends in the field • Working with others and seeking the opinions of others to reach a creative solution. • Willingness to act against the way things have traditionally been done when tradition impedes performance improvements • Being willing and able to take calculated risks when necessary • Encouraging subordinates and

<ul style="list-style-type: none"> • Idea Management: generating ideas internally or externally or both; capturing, managing, evaluating and selecting ideas • Organisational Values: do they encourage innovation? • Internal Communication: as a tool for sharing innovations and ideas 		colleagues to come up with innovative solutions
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5. Assessment, Monitoring, Improvement

The **assessment process** has as main purpose to review the results of activities and strategies to determine impact, lessons learned and how to progress in the future, based on relevant evidence.

The **monitoring process** can be defined as collecting information at regular intervals about ongoing projects or programmes within the school system, concerning the nature and level of their performance.

Based on Assessment and Monitoring results, **process improvement** approaches should utilize relevant data to evaluate alternatives and set priorities.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Q4I Model • Assessment principles, procedures and methods • Assessment planning and evidence-gathering • Belbin Roles, Team work • Communications, Interpersonal relationship • Report Writing & Presentation • Continuous improvement tools and processes • KPIs, Key Results, Use in Continuous Improvement 	<ul style="list-style-type: none"> • Understanding of the goals and concerns of the school in order to plan the assessment • Adapts questioning and communication style to achieve rapport and credibility at all levels • Takes account of existing evidence, understanding its meaning, validity and reliability as a predictor of school's performance • Assimilates and understands relevant information and data related to the organisation being assessed, using it to produce clear, accurate and insightful analysis at both macro (big picture) and micro (detail) levels. • Responds to questions with reasoned argument and clarity • Is able to identify and act upon opportunities to improve the 	<ul style="list-style-type: none"> • Shows confidence and self-belief in devising a tailored assessment approach • Ethical, - fair, truthful, sincere, honest and discreet • Open-minded, - willing to consider alternative ideas or points of view • Observant, - actively observing physical surroundings and activities • Perceptive, - aware of and able to understand situations • Decisive - able to reach timely conclusions based on logical reasoning and analysis

	<p>‘effectiveness and efficiency’ of the assessment</p> <ul style="list-style-type: none"> • Is able to execute tasks on time and as expected, or acts constructively when a task is unclear or too hard to achieve • Has active listening capabilities and avoids to be judgemental • Adopts the appropriate communication style according to the circumstances, e.g. by taking into account cultural diversity. • Produces and delivers clear, accurate and value adding feedback, both in written and oral form 	<ul style="list-style-type: none"> • Open to improvement - willing to learn from situations, and striving for better results
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APPENDIX 1

European Transversal Key Competences

Digital competence

Digital competence involves the confident and critical use of Information Society Technologies (IST) for work, leisure and communication.

These competences are related to logical and critical thinking, to high-level information management skills, and to well-developed communication skills.

At the most basic level, ICT skills comprise the use of multi-media technology to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in networks via the Internet.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Understanding the main computer applications, including word processing, spreadsheets, databases, information storage and management; • Awareness of the opportunities given by the use of Internet and communication via electronic media (e-mail, videoconferencing, other network tools); and the differences between the real and virtual world • Understanding the potential of IST to support creativity and innovation for personal fulfilment, social inclusion and employability; • Basic understanding of the reliability and validity of the information available (accessibility/acceptability) and awareness of the need to respect ethical principles in the interactive use of IST. 	<ul style="list-style-type: none"> • Ability to search, collect and process (create, organise, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way; • Ability to use appropriate aids (presentations, graphs, charts, maps) to produce, present or understand complex information; • Ability to access and search a website and to use internet-based services such as discussion fora and e-mail; • Ability to use IST to support critical thinking, creativity and innovation in different contexts at home, leisure and work. 	<ul style="list-style-type: none"> • Propensity to use IST to work autonomously and in teams; critical and reflective attitude in the assessment of available information. • Positive attitude and sensitivity to safe and responsible use of the Internet, including privacy issues and cultural differences. • Interest in using IST to broaden horizons by taking part in communities and networks for cultural, social and professional purposes.



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Learning to learn

‘Learning-to-learn’ comprises the disposition and ability to organise and regulate one’s own learning, both individually and in groups. It includes the ability to manage one’s time effectively, to solve problems, to acquire, process, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a variety of contexts — at home, at work, in education and in training. In more general terms, learning-to-learn contributes strongly to managing one’s own career path.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Knowledge and understanding of one’s preferred learning methods, the strengths and weaknesses of one’s skills and qualifications. • Knowledge of available education and training opportunities and how different decisions during the course of education and training lead to different careers. 	<ul style="list-style-type: none"> • Effective self-management of learning and careers in general: ability to dedicate time to learning, autonomy, discipline, perseverance and information management in the learning process. • Ability to concentrate for extended as well as short periods of time. • Ability to reflect critically on the object and purpose of learning. • Ability to communicate as part of the learning process by using appropriate means (intonation, gesture, mimicry, etc.) to support oral communication as well as by understanding and producing various multimedia messages (written or spoken language, sound, music etc.). 	<ul style="list-style-type: none"> • A self-concept that supports a willingness to change and further develop competences as well as self-motivation and confidence in one’s capability to succeed. • Positive appreciation of learning as a life-enriching activity and a sense of initiative to learn. • Adaptability and flexibility.



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Interpersonal and civic competences

Interpersonal competences cover all forms of behaviour that one must master as an individual in order to be able to participate in an efficient, constructive way and resolve conflict in social life, in interaction with other individuals (or groups) in personal, family and public contexts.

The scope of civic competences is broader than that of interpersonal competences by virtue of their existence at societal level. They can be described as the set of competences that allow the individual to achieve participation in civic life.

	Knowledge:	Skills:	Attitudes:
Interpersonal, intercultural and social competences	<ul style="list-style-type: none"> • Understanding of codes of conduct and manners generally accepted or promoted in different societies. • Awareness of concepts of individual, group, society and culture and the historical evolution of these concepts. • Knowledge of how to maintain good health, hygiene and nutrition for oneself and one's family. • Understanding of the intercultural dimension in European and other societies. 	<ul style="list-style-type: none"> • Ability to communicate constructively in different social situations (tolerating the views and behaviour of others; awareness of individual and collective responsibility). • Ability to create confidence and empathy in other individuals. • Ability to express one's frustration in a constructive way (control of aggression and violence or self-destructive patterns of behaviour). • Ability to maintain a degree of separation between the professional and personal spheres of life, and to resist the transfer of professional conflict into personal domains. • Awareness and understanding of national cultural identity in interaction with the cultural identity of Europe and the rest of the world; ability to see and understand the different viewpoints caused by diversity and contribute one's own views constructively. • Ability to negotiate. 	<ul style="list-style-type: none"> • Showing interest in and respect for others. • Willingness to overcome stereotypes and prejudices. • Disposition to compromise. • Integrity. • Assertiveness.



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	Knowledge:	Skills:	Attitudes:
Civic Competences	<ul style="list-style-type: none"> • Knowledge of civil rights and the constitution of the host country, the scope of its government. • Understanding the roles and responsibilities of institutions relevant to the policy-making process at local, regional, national, European and international level (including the political and economic role of the EU). • Knowledge of key figures in local and national governments; political parties and their policies. • Understanding of concepts such as democracy, citizenship and the international declarations expressing them (including the Charter of Fundamental Rights of the European Union and the Treaties). • Knowledge of the main events, trends and agents of change in national, European and world history; the present situation of Europe and its neighbours. • Knowledge of emigration, immigration and minorities in Europe and in the world. 	<ul style="list-style-type: none"> • Participation in community /neighbourhood activities as well as in decision-making at national and European levels; voting in elections. • Ability to display solidarity by showing an interest in and helping to solve problems affecting the local or the wider community. • Ability to interface effectively with institutions in the public domain. • Ability to profit from the opportunities given by the EU. • Necessary skills in the language spoken in the country. 	<ul style="list-style-type: none"> • Sense of belonging to one's locality, country, the EU and Europe in general and (one's part of) the world. • Willingness to participate in democratic decision-making at all levels. • Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion. • Readiness to respect the values and privacy of others with a propensity to react against anti-social behaviour. • Acceptance of the concept of human rights and equality as a basis of solidarity and responsibility in the modern democratic societies of Europe; acceptance of equality between men and women. • Appreciation and understanding of differences between value systems of different religious or ethnic groups. • Critical reception of information from mass media.



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Entrepreneurship

Entrepreneurship has an active and a passive component: the propensity to bring about innovation oneself, but also the ability to welcome and support innovation brought about by external factors. Entrepreneurship includes welcoming change, taking responsibility for one's actions (positive or negative), setting objectives and meeting them and having the motivation.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Knowledge of available opportunities in order to identify those suited to one's own personal, professional and/or business activities. 	<ul style="list-style-type: none"> • Skills for planning, organising, analysing, communicating, doing, de-briefing, evaluating and recording. • Skills for project development and implementation. • Ability to work co-operatively and flexibly as part of a team. • Being able to identify one's personal strengths and weaknesses. • Ability to act proactively and respond positively to changes. • Ability to assess and take risks as and when warranted. 	<ul style="list-style-type: none"> • Disposition to show initiative. • Positive attitude to change and innovation. • Willingness to identify areas where one can demonstrate the full range of enterprise skills — for example at home, at work and in the community.

Cultural expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, corporal expression, literature and plastic arts.

Knowledge:	Skills:	Attitudes:
<ul style="list-style-type: none"> • Basic knowledge of major cultural works, including popular culture, as an important testimony of human history • Awareness of national and European cultural heritage and their place in the world; • Awareness of Europe's cultural and linguistic diversity; • Awareness of the evolution of popular taste and of the importance of aesthetic factors in daily life. 	<ul style="list-style-type: none"> • Capacity for artistic self-expression through a range of media consistent with the individual's innate capacities; • Ability to appreciate and enjoy works of art and performances based on a broad definition of culture; • Ability to relate one's own creative and expressive points of view and manifestations to those of others; • Ability to identify and realise economic opportunities in cultural activity. 	<ul style="list-style-type: none"> • An open attitude to diversity of cultural expression; • Willingness to cultivate an aesthetic capacity through artistic self-expression and continuing interest in cultural life; • A strong sense of identity combined with respect for diversity.

Sources:

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APPENDIX 2

Glossary of terms

Balanced Scorecard: a strategic planning and management system used by managers to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals. The methodology examines performance in four areas: **financial analysis; customer analysis; internal analysis; learning and growth analysis.**

Belbin Roles: Team Roles used to identify people's behavioral strengths and weaknesses in the workplace, in order to help build high-performing teams, maximize working relationships, and to enable people to learn about themselves. They are defined as: "A tendency to behave, contribute and interrelate with others in a particular way".

Belbin Team Roles can be used in: Conflict management; Change management; Recruitment; Coaching; Leadership development

Benchmarking: A measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers.

The objectives of benchmarking are (1) to determine what and where improvements are called for, (2) to analyze how other organizations achieve their high performance levels, and (3) to use this information to improve performance.

Brainstorming: a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. Brainstorming provides a free and open environment that encourages everyone to participate. Quirky ideas are welcomed and built upon, and all participants are encouraged to contribute fully, helping them develop a rich array of creative solutions.

Brainwriting: A form of brainstorming in which participants write down ideas and pass them along to other participants as inspiration for further ideas. It helps remove some of the negatives that are associated with brainstorming such as personality clashes, hurt egos, differing contributions and the general feeling of wasting time and effort.

Creative Problem Solving (CPS): a structured process for solving problems or finding opportunities, used when you want to go beyond conventional thinking and arrive at creative (novel and useful) solutions. CPS is a proven method for approaching a problem or a challenge in an imaginative and innovative way. It's a tool that helps people re-define the problems they face, come up with breakthrough ideas and then take action on these new ideas.

Key Performance Indicators (KPIs): are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of an organization. KPIs help organisations understand how well they are performing in relation to their strategic goals and objectives.

Key Performance Indicators must reflect the organization's goals, they must be key to its success, and they must be quantifiable (measurable). Key Performance Indicators usually are long-term considerations.

Key Result: A high level Key Performance Indicator (KPI) that provides details of the organisational performance in a Key Result Area and is the result of many influencing factors tracked through separate measures or KPIs.

Lateral Thinking: the solving of problems by an indirect and creative approach, typically through viewing the problem in a new and unusual light.

"A set of systematic techniques used for changing concepts and perceptions and generating new ones", "Exploring multiple possibilities and approaches instead of pursuing a single approach." (Edward de Bono, originator of the phrase)

PEST (Political, Economic, Social and Technological) analysis: A type of situation analysis in which political-legal (government stability, spending, taxation), economic (inflation, interest rates, unemployment), socio-cultural (demographics, education, income distribution), and technological (knowledge generation, conversion of discoveries into products, rates of obsolescence) factors are examined to chart an organization's long-term plans.

PEST analysis helps you determine how these factors will affect the performance and activities of your business in the long-term. It is often used in collaboration with other analytical business tools like the SWOT analysis and Porter's Five Forces to give a clear understanding of a situation and related internal and external factors.

SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis: Situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy.

It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.

Six Thinking Hats: a practical thinking tool that provides a framework to help people think clearly and thoroughly by directing their thinking attention in one direction at a time-- facts (white hat), creativity (green hat), benefits (yellow hat), cautions (black hat), feelings (red hat), and process (blue hat).

Six Thinking Hats is a powerful tool that facilitates productive: critical thinking, collaboration, communication, and creativity. It enables each person's unique point of view to be included and considered.

Strategic Management Process: the way an organization defines its strategy. It is a continuous process in which the organization decides to implement a selected few strategies, details the implementation plan and keeps on appraising the progress and success of implementation through regular assessment.

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